



Talent Development Program

High School District 214

Magazine

Fall 2024

Volume 12, Issue 1



**TDP Summer
Experience Classes:**
T-shirt Making and
Graphic Design

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Anthony Miocic



Laura Shepin

Welcome to the fall edition of the TDP Magazine!

The 2024-25 school year is off to a great start. Our Talent Development Program (TDP) Student Leadership Committee has six new members, all juniors who were nominated by the administration of the high school they represent. Along with the seniors on the committee, they'll be called upon to share their points of view to improve the Talent Development Program's offerings and communication with the community. Learn more about these great kids in this edition of the magazine.

You can also learn about some of the unique educational spaces here in District 214. These spaces defy the conventions of traditional classroom design and provide students with creative and dynamic spaces in which they can explore different career pathways. In this issue, we are featuring 110 West (a business incubator space at Buffalo Grove High School) and the Mustang Media Room at Rolling Meadows High School.

Lastly, please also take time to read about the TDP courses that were offered last summer as a part of District 214's Summer Experience. Students had a great time learning and making new friends in the laid-back setting of these four-day courses. The summer's offerings included classes on graphic design, cooking, manufacturing, and multimedia storytelling, as well as a class simulating the work of the National Security Council. TDP was also pleased to support a class designed to give students aspiring to be the first in their family to attend college the support they need to successfully complete their applications.

Best regards,

Anthony Miocic and Laura Shepin

D214 Talent Development Program Coordinators

■ anthony.miocic@d214.org ■ laura.shepin@d214.org

TDP Student Leadership Committee

The TDP Student Leadership Committee is a student-led board that is composed of one junior and one senior class member from each of the District 214 high schools. Students meet four times per year in order to provide a student perspective on TDP programming. Each member was selected to serve on this committee. Students were identified by building administration for their success in various advanced classes and leadership potential.



Mission Statement:
“To communicate to students and families the rigor of advanced education while assisting students in their pursuit of success.”



Please help us welcome them to their leadership role this year!

2024-25 Committee Members

-  **Buffalo Grove High School**
Aarav Patel – Junior
-  **Elk Grove High School**
Olivia Britto – Senior
Reagan Malone – Junior
-  **John Hersey High School**
Stefan Rios-Popovic – Junior

-  **Prospect High School**
Tirth D Patel – Senior
Quanin Brooks– Junior
-  **Rolling Meadows High School**
Rupsa Mitra – Senior
Logan Hammond – Junior
-  **Wheeling High School**
Ayana Solaka – Senior
Yaretzi Lozano – Junior

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2024-25 TDP Student Leadership Committee



Question:

Why are you excited to serve on the 2024-25 District 214 TDP Student Leadership Committee?

Buffalo Grove
High School



► AARAV PATEL

Co-curricular Activities: Band/Orchestra/Choir, Math Team (Junior Captain), Coding Club, Robotics, Tennis

Why I'm excited to serve on the 2024-25 District 214 TDP Student Leadership Committee: I'm excited to serve on the TDP Student Leadership Committee because it's nice to be able to meet new people throughout the district and it's also exciting to be able to help people with things like AP Ready! Night.

Elk Grove High School



► OLIVIA BRITTO

Co-curricular Activities: Cross Country, Track and Field, Varsity Speech Team, Asian Student Association

Why I'm excited to serve on the 2024-25 District 214 TDP Student Leadership Committee: I'm excited to be the voice of all the high achieving students in my grade and at my school. It's always nice to know you have a voice and can be the voice for your peers!



► REAGAN MALONE


Co-curricular Activities: Varsity Track, Varsity Cross Country, EG Nation, HOSA, Student Ambassador, Mastery Lab Tutors, 22Pac Student Leadership Program, Lifeguard (Pavilion Aquatic Center)

Why I'm excited to serve on the 2024-25 District 214 TDP Student Leadership Committee: I am excited to be a part of the 214 TDP Student Leadership Committee because it is a chance for me to learn about things going on in our schools and surrounding communities. It is also an opportunity for me to see what others are doing and to get inspired as a learner. I can't wait for a great upcoming school year!

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2024-25 TDP Student Leadership Committee (cont.)

Question:

Why are you excited to serve on the 2024-25 District 214 TDP Student Leadership Committee?

John Hersey
High School




► **STEFAN RIOS-POPOVIC**

Co-curricular Activities: Tennis Team, Home Shopper (Jewel-Osco)

Why I'm excited to serve on the 2024-25 District 214 TDP Student Leadership Committee: I am excited to serve on the TDP committee because I feel that there are still many things the district can do to aid their high performing students. The group this year is very diverse and I believe it will make for very good conversations about how we can improve life in the district for all students regardless of background. We already are a very decorated district and by improving our student support I believe our student body can only get better.


Prospect High School



► **TIRTH D PATEL**

Co-curricular Activities: Varsity Wrestling, Varsity Powerlifting, Varsity Debate, CS Club, Zoo Club, World Language National Honor Society, National Honor Society, Superintendent Search Panel, Sophomore Leadership Initiative, Hack Club, Peer Jury (Head Chair Juror)

Why I'm excited to serve on the 2024-25 District 214 TDP Student Leadership Committee: I aim to expand the availability of summer immersion programs in District 214 while fostering an inclusive environment for all students. I am excited to increase AP course participation across all grade levels and work towards creating a strong sense of belonging. Additionally, I am committed to advocating for equitable access to educational resources for every student.



► **QUANIN BROOKS**

Co-curricular Activities: Theater, Speech, Drama Club (Executive Board), Knights' Way

Why I'm excited to serve on the 2024-25 District 214 TDP Student Leadership Committee: I want to help be part of a group that shows that this district can have a community of hard-working, academic students.

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2024-25 TDP Student Leadership Committee (cont.)



Question:

Why are you excited to serve on the 2024-25 District 214 TDP Student Leadership Committee?

Rolling Meadows High School



► RUPSA MITRA

Co-curricular Activities: BookBinders (President), Creative Writing Club (President), Class Council (Vice President), Scrubs Club (Vice-President), Pharmacy Technician (CVS), Barista (Dunkin' Donuts)

Why I'm excited to serve on the 2024-25 District 214 TDP Student Leadership Committee: I am all for helping out D214 students with new opportunities for learning and growth!



► LOGAN HAMMOND

Co-curricular Activities: Scholastic Bowl, Rotary Interact, Student Council, Host (Francesca's)

Why I'm excited to serve on the 2024-25 District 214 TDP Student Leadership Committee: It seems like a great opportunity to better my school and also to be in my first leadership position in a club.

Wheeling High School



► AYANA SOLAKA

Co-curricular Activities: Musical Theater, Gospel & MOZAIK Choir, Speech Team (Co-Captain & Student Coach), Student Council (former Co-President), National Honor Society, Medical Intern (Lutheran General Hospital), Cat Pack (Leader), Operation Snowball (Leader), Senior Class Board (Senior Events & Activities Coordinator), Certified Nursing Assistant (Vi Living)

Why I'm excited to serve on the 2024-25 District 214 TDP Student Leadership Committee: I am excited to serve as a voice for academically excelling students who are seeking changes to better improve the quality of education holistically within all of the D214

schools. TDP is a great opportunity to utilize collaborative initiatives and encourage open-mindedness when coming face-to-face with issues that need to be addressed. I am excited to work with the other schools, and I am glad to be a part of a great group of leaders who want to continue to see improvement in academics in D214.



► YARETZI LOZANO

Co-curricular Activities: Cat Pack, Marching Band, Debate, Math Team, District Orchestra (First Chair)

Why I'm excited to serve on the 2024-25 District 214 TDP Student Leadership Committee: I am excited to serve on the TDP student leadership committee because it serves as another opportunity to show myself as a leader.



TDP Student Leadership Retreat

A perfect fall day in October was the setting of this year's TDP Student Leadership Committee retreat. During a morning outing to TopGolf students got to know one another by exchanging golfing tips, sharing their experiences as student leaders and athletes, and comparing their many internships and job experiences.

In the afternoon, the group met at Forest View Educational Center to learn more about their roles and responsibilities as TDP Student Leadership Committee members, to discuss the importance of balancing academic achievement with wellness, and to brainstorm ideas for the upcoming year.



Getting to Know D214's Unique Educational Spaces

District 214 looks to provide students with exceptional learning experiences and to promote their college and career readiness. To enhance these experiences, many buildings have unique learning spaces that allow students to engage creatively and collaboratively in pathway-aligned curriculum. Here we are featuring two of these spaces, **1100 West** at Buffalo Grove High School and the **Mustang Media Room** at Rolling Meadows High School.

1100 West Buffalo Grove High School



1100 West, inaugurated in the 2015-16 school year, is a business incubator space used by the College Entrepreneurship, College Business, and Marketing classes at Buffalo Grove High School. It features a floor plan with flexible seating arrangements including moveable desks, high top tables, and couches, allowing students to work in groups or individually in different work zones. The space is equipped with many white boards so that students can jot down ideas, designs, and strategy maps in the moment. Technology integration is also an important part of the room's design; students have access to laptops, a sound system, projectors, and a large screen for digital presentations.

This fluid, high-tech work space enables and encourages communication, collaboration, and problem-solving. As students move freely from

one space to another, they brainstorm, pitch ideas, develop prototypes, test hypotheses, solve problems, seek feedback, meet with mentors, and write marketing plans. Students can engage in simulations that expose them to all aspects of business leadership - concept development, marketing, budgeting, time management - allowing them to develop their entrepreneurial acumen through hands-on learning.

BGHS teacher Karen Roberts reports that "the incubator-style classroom shifts away from passive, lecture-based instruction, engaging students in active, project-based learning that keeps them motivated and invested in their work...Students take control of their projects, which increases responsibility, accountability, and a sense of achievement when they see their ideas come to life."

Mustang Media Room Rolling Meadows High School

Rolling Meadows High School's Mustang Media Room, affectionately called by students "The Studio" or "The Stu," is a space that is frequently modified to maximize its use each school year; last year a podcasting corner was added to meet the needs of multimedia students. The room is used by many classes, including the introductory and advanced levels of the following courses: Communications, Media Production, Media Practicum, and Media Storytelling. It is also used by Multimedia Academy, all levels of Yearbook, and other English courses.

The Mustang Media Room features two distinct spaces, a classroom and a studio, that allow for differentiated instruction. Students at the introductory level learn and grow in the classroom; the multiple TVs and moveable furniture allow students to engage independently in different tutorials. More advanced students can use the studio space to storyboard, edit, collaborate, interview, podcast, create stories,

and record announcements. Because these spaces are connected, students at all levels have the opportunity to collaborate, amplifying the team aspect of Mustang Media. The space has such a positive vibe that students tend to stay after school to continue working or to get feedback on their work. Furthermore, the after school Mustang Lab provides the opportunity for students who may not be currently in a media class to still find their niche and to connect and collaborate with the rest of the team.

Teacher Chris Hernandez states that "the space allows for the learning experience to be genuine, recursive, and very student-focused. Advanced students become mentors to the intro students and can be seen helping when intro students are working on their projects. The advanced students really step into their leadership role, as the intro students look up to them in anticipation of working alongside them in the studio."



TDP Summer Recap

Students from across District 214 had fun, learned new skills, practiced teamwork, and made friends as they participated in the varied TDP Summer Experience courses. Here is a recap of a few of the unique and fun classes that were offered.



Reality Cooking

Teacher: Tracy Dudzik (JHHS)

Students in this class learned a wide range of cooking skills and had the chance to demonstrate their mastery in a fun but competitive environment. Challenges included Cupcake Wars (in which groups made different cupcakes and whipped up homemade icing), Homemade Pizzas, and a Cookie Competition (in which each group created their own type of cookie). The course culminated in students having to improvise a dish using a secret ingredient (chicken); just like on the program Iron Chef, teams were judged not only on flavor but also on the quality of their plating and presentation.

Becoming a Multimedia Storyteller

Teacher: Jason Block (PHS)

In this class, participants learned how to conduct an interview, record a podcast, shoot great action photos, edit in PhotoShop, and put together a full news story. In addition to practicing these skills in the classroom and with simulations, students were able to do it in the real world by heading down to the Show Choir camp being hosted at JHHS. Not only

did the students get to take (and edit) amazing photos of the kids doing their thing, but they also got to have a sit down interview with the creator and host of the camp. Students finished off their week by creating a full news story about the camp and its creator, showing just how far they came as multimedia storytellers in one short week.



TDP Summer Recap (continued)

College Application Head Start for First Generation Rising Seniors

Teachers: Kara Fisher (RMHS), Anthony Miocic (EGHS), and Joanne Amador-Zapada (WHS)

This very special, fee-free TDP class was designed to support students who will be in the first generation of their family to attend college or to attend college in the United States. One invited speaker, an RMHS graduate who now works in the field of college admissions, spoke to students about the first generation college experience. Other invited guests included admissions representatives who answered questions about the college admissions process and met with students individually to review their college essays. Students also benefited from a mock admissions activity. Students were effusive in the feedback on the experience. Here are some of their comments:

“ This course really helped me prepare and get organized for college applications in the fall. I learned a lot about college thanks to the post-secondary counselors and the college reps who visited us, and I truly appreciate the fact that we had the time to work on whatever we needed to complete.”

“ I realized there are more people that struggle with essay writing than I previously believed. I no longer feel like I was significantly behind in my writing process because I had peers that were also having a hard time.”

“ I’m grateful that this course was offered for free because it helped me do the hardest step: getting started. Please continue to offer this course as it’s a great place to get questions answered and help with the anxiety of the college application project.”

“ I appreciate the kindness and understanding that the post-secondary counselors treated us with, and being able to meet with college admission reps and talk to them was also a very unique and meaningful experience. I also think that it’s a great thing that this course is free!”

“ I would say that it’s worth taking this course especially if they are a first-generation student or a student who simply feels overwhelmed or uncertain about college applications and would appreciate the help. I had a great experience in this course, and the post-secondary counselors along with the admission reps who visited us were very kind and supportive. Moreover, just being able to have some time built-in to work on whatever we need to be ready for applying to colleges is also beneficial, and this is one of the main things that this course offers.”

Graphic Design

Teacher: Kent Dyer (RMHS)

In this hands-on class, students started by sketching out their ideas for custom t-shirt designs. Then they researched reference images, and after the crash course to learn the basics of Adobe Illustrator, created their original designs digitally. Once they were done designing, students exported their files to a vinyl decal plotter, cut the designs on colored transfer vinyl, and used a heat press to transfer the designs onto their bespoke shirts.



TDP Summer Recap (continued)

Hawaiian Cooking

Teacher: Mark Wong (FVEC)

Students in this class prepared seven main dishes that are common to the Hawaiian islands, including sweet teriyaki meatballs, Hawaiian-style chicken, malasadas (Portuguese-style donuts), and vegetable egg rolls. Students also learned the origins of Hawaiian dishes, became familiar with traditional seasonings of the islands, and enjoyed traditional Hawaiian music, giving students unique insights into the culture of Hawaii.

Hawaiian Desserts

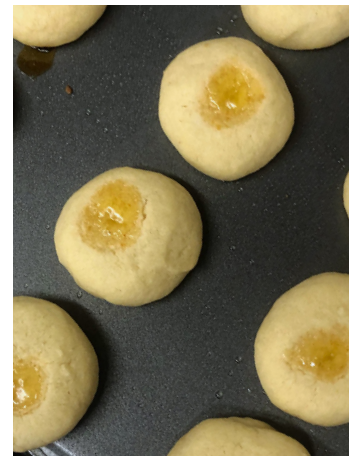
Teacher: Mark Wong (FVEC)

The class experienced a wide range of savory and sweet Hawaiian flavors. Students prepared fried saimin and beef wontons, almond cookies, Hawaiian thumbprint cookies, Hawaiian delight cookies, mochi balls, andagi, guri-guri (Maui ice cream), and cascaroon (Filipino donuts). Students learned to follow instructions and worked in small groups that allowed them to develop their communication and team-building skills.

National Security Council

Teacher: Caleb Ankrom (RMHS)

This summer, students were faced with a series of difficult scenarios ranging from various cyber attacks, movements of ships throughout the South China Sea, and protests outside of U.S. embassies. Students were given real roles within the National Security Council such as Secretary of State, National Cyber Director, and Chairman of the Joint Chiefs of Staff. They learned how to triage a list of complex geopolitical issues, research national interests and current events, collaborate within their roles, and find creative solutions to the issues at hand. The class culminated in briefing the President of the United States and presenting a recommendation on how to move forward.



2025 AP Exam Dates: May 5-16

Week 1

Test Date	Morning Session 8:00 AM (local time)	Afternoon Session 12:00 PM (local time)
Mon, May 5, 2025	<ul style="list-style-type: none"> Biology Latin 	<ul style="list-style-type: none"> European History Microeconomics
Tue, May 6, 2025	<ul style="list-style-type: none"> Chemistry Human Geography 	<ul style="list-style-type: none"> United States Government and Politics
Wed, May 7, 2025	<ul style="list-style-type: none"> English Literature and Composition 	<ul style="list-style-type: none"> Comparative Government and Politics Computer Science A
Thurs, May 8, 2025	<ul style="list-style-type: none"> African American Studies Statistics 	<ul style="list-style-type: none"> Japanese Language and Culture World History: Modern
Fri, May 9, 2025	<ul style="list-style-type: none"> Italian Language and Culture United States History 	<ul style="list-style-type: none"> Chinese Language and Culture Macroeconomics

Art and Design

Friday, May 9, 2025 (8:00 p.m. ET), is the deadline for:

- AP Art and Design students to submit their three portfolio components as final in the AP Digital Portfolio.

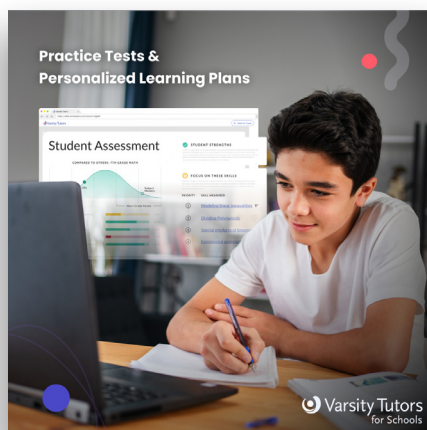
Week 2

Test Date	Morning Session 8:00 AM (local time)	Afternoon Session 12:00 PM (local time)
Mon, May 12, 2025	<ul style="list-style-type: none"> Calculus AB Calculus BC 	<ul style="list-style-type: none"> Music Theory Seminar
Tue, May 13, 2025	<ul style="list-style-type: none"> French Language and Culture Precalculus 	<ul style="list-style-type: none"> Environmental Science Physics 2: Algebra-Based
Wed, May 14, 2025	<ul style="list-style-type: none"> English Language and Composition German Language and Culture 	<ul style="list-style-type: none"> Physics C: Mechanics
Thurs, May 15, 2025	<ul style="list-style-type: none"> Art History Spanish Language and Culture 	<ul style="list-style-type: none"> Computer Science Principles Physics C: Electricity and Magnetism
Fri, May 16, 2025	<ul style="list-style-type: none"> Physics 1: Algebra-Based Spanish Literature and Culture 	<ul style="list-style-type: none"> Psychology

Please note:

Wednesday, April 30, 2025 (11:59 p.m. ET) is the deadline for:

- AP Seminar and AP Research students to submit performance tasks as final.
- AP Computer Science Principles students to submit their Create performance task as final.



District 214 is partnering with Varsity Tutors to support student test preparation.

TEST PREP

District 214 is partnering with Varsity Tutors to bring you a number of FREE resources and classes to help you prepare for the ACT, SAT, PSAT/NMSQT and Advanced Placement Exams.

FREE ONLINE CLASSES

Through Varsity Tutors you can take FREE online test prep courses with a live teacher in different formats and lengths of time to meet your schedule (2-week, 4-week, and 8-week).

FREE ON-DEMAND VIDEOS

If you prefer to work at your own pace there are extensive on-demand videos and lesson plans to help improve your subject skills, and your test taking abilities.

FREE PRACTICE TESTS

There are a number of practice assessments you can use to familiarize yourself with the tests and identify where you need to improve.

FREE TUTORING

Get Help Fast: Varsity Tutors (VarsityTutors.com) provides a free 24/7 On-Demand Chat tutoring. Tutoring is available in English and Spanish.

FOR MORE INFORMATION

For more information on how to access these resources scan the QR code or go to:
www.d214.org/assessments

